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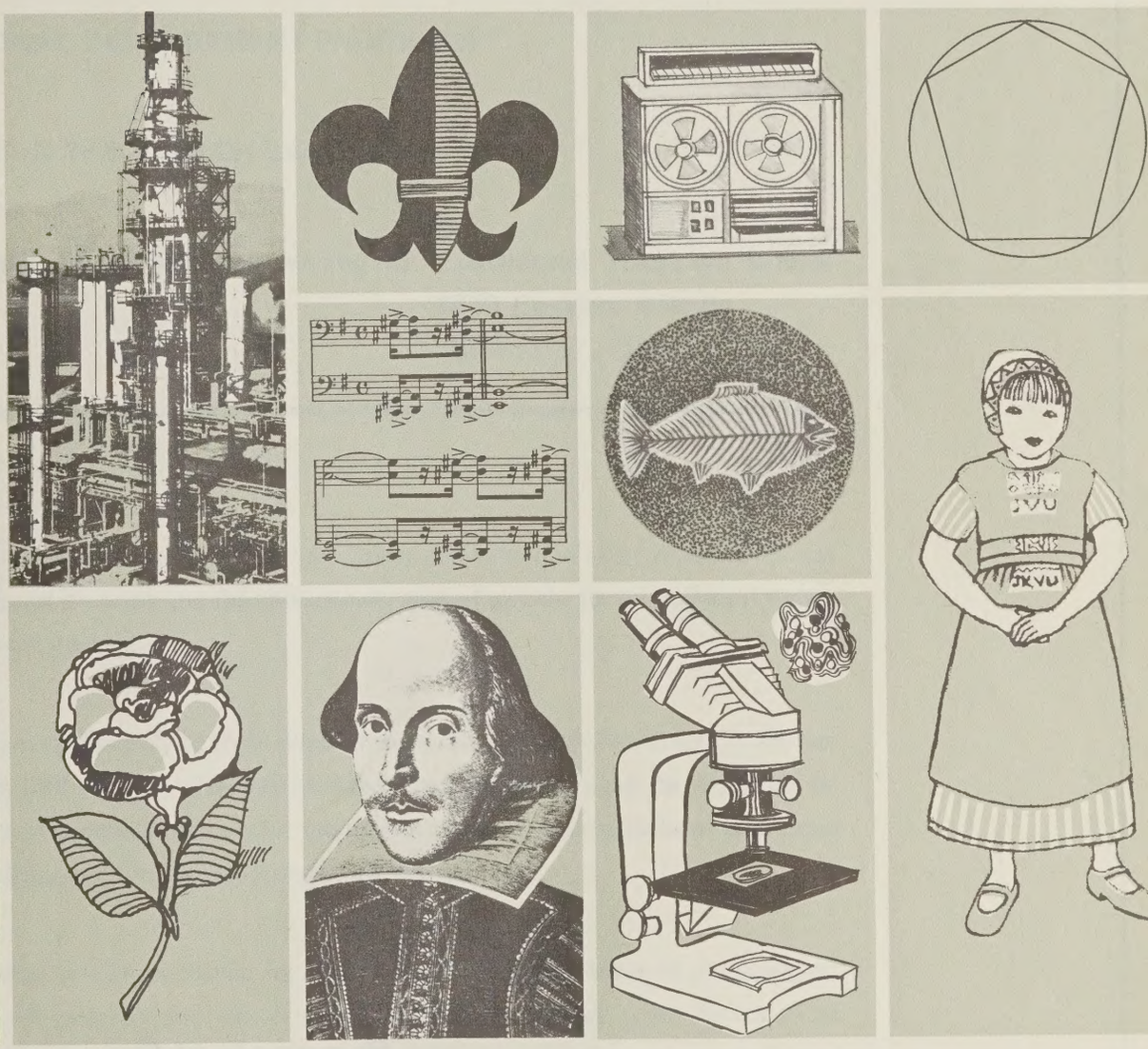
# Synopsis of Programs

## Educational Television, 1968-1969 Series

Elementary, Secondary, and Professional Development



Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17, Ontario

Synopsis of Programs, 1968-1969 Series

**THIS SYNOPSIS OF ETV PROGRAMS FOR 1968-69 IS DIVIDED INTO FOUR MAIN SECTIONS:**

**ELEMENTARY PROGRAMS – Primary, Junior, Intermediate Divisions**

**SECONDARY PROGRAMS – Intermediate, Senior Divisions**

**PROFESSIONAL DEVELOPMENT PROGRAMS**

**PROGRAMS IN THE FRENCH LANGUAGE**

**Further copies are available by writing to: Educational Television Branch**
**1670 Bayview Avenue**
**Toronto 17, Ontario**

Programming is scheduled to begin in mid-October and extend to approximately the end of May. The day of the week and the approximate span of months for each series is shown at the end of each description.

This information applies only to those areas receiving CBC network broadcasts, individual stations not on CBC time schedules will be listed separately on the Calendar which will be sent to schools in September. However, the time of the year for broadcasts of each series will be approximately the same as that shown for the network.

A teachers' guide will be published for each series of programs listed in the Synopsis. Each school will automatically receive one copy of each teachers' guide for all series planned for the divisions in the school. If your school can use more than one copy of a guide, please complete the mailing labels enclosed with this Synopsis according to the instructions.

CE RÉSUMÉ DES ÉMISSIONS DE LA TÉVÉO POUR LA SAISON 1968-69 EST DIVISÉ EN QUÀTRE SECTIONS PRINCIPALES:

ÉMISSIONS POUR LE NIVEAU ÉLÉMENTAIRE: Familles de cours Primaire, Junior et Intermédiaire (en anglais)

ÉMISSIONS POUR LE NIVEAU SECONDAIRE: Familles de cours Intermédiaire et Supérieur (en anglais)

ÉMISSIONS POUR LE DÉVELOPPEMENT PROFESSIONNEL (en anglais)

ÉMISSIONS EN FRANÇAIS (en français)

On peut se procurer des copies supplémentaires en écrivant àu:

Département de la Télévision Éducative,
1670 Avenue Bayview, Toronto 17, Ontario.

La télédiffusion doit débuter à la mi-octobre et se poursuivre jusqu'à la fin-mai. Chaque résumé fait mention du jour de diffusion et de la durée approximative en mois, de chaque série.

Ces renseignements ne s'appliquent qu'aux endroits situés sur le réseau français de Radio Canada. Comme les postes privés n'apparaissent pas à l'horaire de Radio Canada, ils seront indiqués séparément à l'horaire de la Téléo qui vous parviendra en septembre. Les heures et les jours de diffusion sur le réseau des postes privés seront vraisemblablement les mêmes que celles du réseau de Radio-Canada.

On fera parvenir à chaque école, une copie du guide du Maître qui accompagnera chaque série. Si votre école requiert plus d'une copie, veuillez remplir les étiquettes incluses selon la procédure indiquée.

# ELEMENTARY PROGRAMS

## FRENCH

**Junior Division**

**10 programs, 10 minutes each**

Designed for junior grades, the series should also be of interest to primary school children.

The purpose of the programs is not to teach the language, but to provide pleasurable experiences in listening to French. It is hoped, therefore, that they will supplement classroom work in providing a further opportunity to listen to the spoken language, its intonation, rhythm and pronunciation, and where French is not yet being taught, provide an enjoyable introduction to French as the language of everyday use.

The series, entitled, "Claudette et Toto", features Toto, "le tigre extraordinaire de Paris" in vignettes with Mrs. Claudette Latour Robinson: Napoléon, L'Anniversaire de Toto, La Visite du Médicin, Cendrillon, Le Gateau, L'Agent de Police, Faisons du Ski, and others. In the series the spoken word will be illustrated constantly by action or by visual material in order to promote comprehension.

**October-December — Mondays**
**Repeated January-March — Fridays**

## GEOGRAPHY

**NO COMMUNITY STANDS ALONE—Intermediate Division**

**5 programs, 20 minutes each**

This series examines some of the particulars of economic interdependence. For the most part, the series focuses the camera upon a number of Ontario communities whose character is much influenced by one or more natural resources. The teacher is therefore afforded the opportunity to use each program either to examine the growing interdependence of communities based upon increasing specialization, or to introduce the study of a particular industry in the province in the setting of geology, topography or climate. Industries to which reference will be made include iron and steel, wood and wood products, food, electric power, and transportation.

**November-December — Fridays**
**Repeated November-December — Mondays**

## HEALTH

**ALL ABOUT YOU — Primary Division**

**20 programs, 15 minutes each**

This series is designed to motivate both teachers and pupils to enjoy a study that is fascinating and full of wonder. Entitled, "All About You," it introduces the children to the mysteries of the human body, its well designed structure and its intricately controlled operation.

Learning is encouraged by the sequential questioning by the television teacher and the discovery of answers to problems. Interest is sustained by experiments and a wide variety of visual aids.

Some topics discuss problems of special interest to specific age levels. For example, in program five, "Twenty White Horses", the pupil will find his questions answered regarding his 'baby' teeth. By relating specific topics to the actual experiences of the children viewing the programs, the problems become at once real and meaningful.

**October-December — Thursdays**
**January-February — Tuesdays**
**Repeated November-May — Mondays**

## LANGUAGE ARTS

**CREATIVE WRITING — Junior and Intermediate Divisions**

**10 programs, 20 minutes each**

This series is designed to stimulate creative writing by demonstrating a practical approach. The first part of this series shows how a writer draws on his observations, memories and imagination to combine and create the settings, characters and situations that stimulate creative thought. Special attention is paid to the heightening of observation through the senses and emotions, and to the importance of word choice for effective writing.

One program is devoted to each of the specific kinds of writing such as the writing of reports, poetry, fiction, narrative drama and writing for the film or television media. These programs emphasize that the basic ingredients of creative writing are always evident no matter what form the writer chooses for the expression of his ideas.

The programs will make extensive use of original film sequences, stock film and still photos.

**October-December — Wednesdays**
**Repeated April-May — Thursdays**

**LANGUAGE ADVENTURES — Primary Division**

**6 programs, in two sections, 15 minutes each**

The aim of this series is to provide stimulating and meaningful experiences in order to encourage children to express their thoughts and ideas through the communication skills of listening, speaking, reading and writing.

The first section, entitled, "Adventure Under Sea", is a series of three programs presenting one complete unit of study. Scenes show a diver who observes and records the plant and animal life found in the sea to serve his needs.

Three complete units are explored in the second part of the series. Because these programs are spaced one month apart, the viewing classes will have ample time to under-

take a number of related activities. The following topics will be shown:

Adventure in Africa
Adventure in Space
Adventure in Music

Because these units of study act only as motivation for a total language experience, no attempt is made to provide specific information except where it will add impetus to the study.

**February-May. Schedule irregular, see calendar for specific dates.**

### ENGLISH LITERATURE—Intermediate and Senior Divisions

**16 programs, 25 minutes each**

Throughout the series a variety of topics will be presented and the majority of the programs will be independent of one another.

For senior students, topics include the nature of satire, French-Canadian literature, the essay, and censorship. Programs of a more general appeal involve the art of reading, student drama, a look behind-the-scenes at Stratford and an interview with a leading Canadian Writer.

**January-March — Mondays**
**Repeated January-March — Thursdays**

### REMEDIAL READING — Primary and Junior Divisions

**13 programs, 10 minutes each**

This series is designed for those children who have difficulty or lack interest in reading. Because these children probably form either the bottom reading group of the class, or are found in selected reading groups, arrangements should be made to allow viewing by such groups rather than by an entire class.

The programs are intended to promote vocabulary development and to stimulate a desire to read for enjoyment. Exciting episodes from books will be dramatized in order to promote an interest in reading. Programs featuring the airport, a television studio, and police work, will present visual experiences together with associated vocabulary for later development by the classroom teacher. The use of suspense in specially written stories will stimulate the students' imaginations.

The programs are intended as a stimulus to language development, and therefore, the success of the series will depend on the follow-up activities carried out by the teacher.

**January-March — Mondays, Wednesdays, Fridays**

## MATHEMATICS

### ADVENTURES IN MATHEMATICS—Intermediate Division

**11 programs, 10 minutes each**

The purpose of this series of programs is to demonstrate the high interest value of mathematics. The students will be motivated to investigate the topics further. The programs will include such elements as history and single concepts in mathematics. In some other cases, they will exhibit applications and problems of the topics chosen.

**October-November, January — Thursdays**

### MAN AND MEASUREMENT — Junior Division

**12 programs, 20 minutes each.**

The purpose of this series, which is a repeat of that shown in 1967-68, is to show that there is a basic sequence of measuring skills which underlies all aspects of measurement. Programs consider both the historical development of measurement and modern applications in today's scientific world. The series begins with linear measurement, moving on to the measurement of surface, volume, weight and temperature.

**October-December — Tuesdays**

### MATHEMATICAL CONCEPTS — Junior Division

**6 programs, 20 minutes each**

Intended as an aid to help teachers make students more aware of mathematical structures and concepts as they are found in everyday activities and environment, these programs will relate mathematics, whenever possible to other subjects in the curriculum. In order to provide a better understanding of concepts, models and animation are used as much as possible.

Two programs introduce the idea of symmetry, using examples which appear in nature and in man-made structures.

A further two programs deal with graphs, establishing principles by exhibiting the relationship of numbers and presenting practical examples of the use of bar and line graphs. Mathematics in the world around us provides the theme for the final two broadcasts. The programs will take viewers to such places as the corner garage and the supermarket to show how basic a role mathematics plays in everyday activities.

**January-March — Tuesdays**
**Repeated April-May — Fridays**

### SETTINGS IN GEOMETRY — Intermediate Division

**7 programs, 20 minutes each**

Although listed specifically for grades 7, 8, 9 and 10, these programs could be used at other grade levels. One of the main objectives of this series is to relate mathematics (geometry) to other subject areas such as science, geography, art, etc., including, where possible, mathematical models and animation. The general purpose is to stimulate an interest and further study of these mathematical topics.

In some programs, an attempt is made to include and present practical applications of the mathematical topics as related to industrial and scientific situations. It should be noted that these programs are intended to be a complement

to classroom instruction.

Four programs deal specifically with geometry and its occurrence in art, motion, nature and science. Another group of three programs deals with the mathematical topics of relations, symmetry, and congruence.

**October-November — Wednesdays**
**Repeated February-April — Fridays**

## MATHEMATICS AND SCIENCE

**Primary Division**

**9 programs, 15 minutes each in three sections.**

These programs are designed for children in the primary division, from the beginner to the child of eight or nine. Each program provides starting points for experiences which can be continued after the telecast. In order that some children may be encouraged to set out on their own ventures of discovery, few conclusions are drawn during the programs. Just enough examples are shown to ensure that some pupils will step ahead on the paths of inquiry.

The series is in three groups of three programs each:

1. Shapes in Nature
2. Familiar Things in the Kitchen
3. Seed Growth

The first group of programs is based on the similarities between shapes in nature and the shapes in mathematics.

The second group deals with familiar things found in the kitchen and familiar activities such as popping corn, making jelly and dropping drops.

The last on seeds and growth begins with activities with seeds and leads to opportunities for making graphs.

**October — Fridays** **January — Wednesdays**
**March-April — Wednesdays**
**Repeated October — Mondays** **February — Wednesdays**
**April — Wednesdays**

## MUSIC

### MUSIC IN YOUR LIFE — Intermediate Division

**7 programs, 25 minutes each**

Students, who may not realize the part music plays in their lives, are directed to the elements which make up their varying musical experiences.

Sensitivity and discrimination are developed by presentations which involve the student directly.

From the simplest of nature's sound to the developed forms of musical composition, the elements of rhythm, melody, tone colour and style are presented in ways which can be followed up in the classroom. In particular, the sixth program invites participation in musical creation.

We share musical involvement with all peoples, though particular musical elements vary and the student realizes, as the series closes, that music is, indeed, a common language.

**January-February — Wednesdays**
**Repeated January-February — Fridays**

## SCIENCE

### FOSSILS AND DINOSAURS — Junior Division

**2 programs, 20 minutes each**

A repeat series of programs from 1967-68 which were planned to arouse the interest of children in fossils and dinosaurs as records of early stages in life, and show how the development of living things progressed from water to land and air, and is still continuing.

**November — Fridays**
**Repeated April — Fridays**

### JUNIOR MUSEUM

**Primary, Junior and Intermediate Divisions**

**3 programs, 20 minutes each**

The facilities of the Centennial Science Centre are used as the site for these motivational programs.

The programs will show the students some of the facilities of the Centre. The exhibits in the Junior Museum will be used to present visually certain problems in science as a means of enabling the children to discover scientific principles for themselves.

**February — Fridays**
**Repeated May — Fridays**

### RELATIONSHIPS IN NATURE — Junior Division

**10 programs, 15 minutes each**

In keeping with the philosophy currently being expressed at teacher workshops and summer sessions, the series is based on the discovery approach to learning whereby science is considered as a way of working. Programs are designed to interest viewers in discovering for themselves, rather than to present a "package" of information or ideas.

The series deals with the physical setting of the "fencerow" community, with the forms of life found therein and with the interrelationships of this life. Although the "fencerow" community provides the focal point of interest, the programs should lead the students to inquiry in a wide range of topics.

The first program is directed to teachers with the purpose of assisting them in using the series. The following programs — aimed at the pupils — centre about animals, plants, rocks, minerals, soil and water. Programs introduce viewers to "fencerow" communities in two different locales, one

a semi-urban area in southern Ontario and the other a rural area further north.

**October-December — Mondays**
**January-March — Wednesdays**
**Repeated October-December — Mondays**
**January-March — Wednesdays**

### ROCKETS AND SATELLITES — Junior Division

**2 programs, 20 minutes each**

First broadcast in 1967-68, these programs show how space vehicles are used to gather scientific information. The principles on which rockets and satellites operate are introduced in a simple manner.

**December — Fridays**

### THE STREAM COMMUNITY — Junior Division

**6 programs, 20 minutes each**

This repeat series, from 1967-68, shows how a class of students investigates the environment of a stream. Carefully made observations at the stream itself are followed by classroom group activities. Topics include characteristics of stream flow, structure of the stream bed, plant life in and around the stream, aquatic animal life and larger animal life.

**April-May — Mondays**

## SOCIAL STUDIES

### CHILD LIFE IN OTHER LANDS

**Primary and Junior Divisions**
**Series 1: 6 programs, 30 minutes each**

This series is recommended for children in grades 3 and 4, but pupils in grade 5 would also find the programs of interest. Five lands are chosen for this series: Holland, Poland, Italy, England, Japan. These countries were selected because they are the homelands of a significant number of those who are now Ontario residents. The sixth program is a montage which relates some elements of child life in other lands to child life in Ontario.

The series portrays the life of children in other lands; their routines, their family relationships, and the traditions of their people. The case study format is utilized to a large degree. The camera observes and records — it is left to the child who is viewing the program to draw conclusions, to make comparisons, and to point out differences.

These programs are not complete units within themselves in the sense that every aspect of life receives attention. The purpose is to stimulate further study, discussion and research, rather than present a complete package.

Four of the programs were filmed in colour on location in Holland, Poland, Italy and England. The fifth program, Japan, is presented in two parts. The first part depicts the life of a Japanese boy living on a farm; the second part centres around a Japanese girl who enjoys the traditional arts.

**Series 2: 4 programs, 20 minutes each — October-November — Thursdays.**
**Repeated April-May — Thursdays**

Filming, presently in the planning stage, will be done to provide a second group of four programs of the same general nature as those described above.

**January — Thursdays**
**Repeated May — Wednesdays**

### DECISION-MAKING IN THE GROUP — Junior Division

**5 programs, 20 minutes each**

The topics covered in this modification of the series shown in 1967-68 which was entitled, "Understanding Our Government", include the need for rules, the techniques of organization, election procedure, and government services.

**November-December — Fridays**
**Repeated January — Fridays**

### PEOPLE AND PLACES — Junior Division

**12 programs 20 minutes each**

This series is designed to reflect the increased emphasis on regional studies anticipated in the updated outline of social studies at the junior level. Elements of the historical and geographical settings will form a background for examinations of the way of life of the people.

The subject matter of the programs is expected to include a Caribbean island, a region of France, a region of Germany, an area of the Maritime provinces, and a visit with several Canadian Indian families.

**January-April — Mondays**
**Repeated January-April — Fridays**

## BUSINESS & COMMERCE

### BUSINESS AS A SYSTEM
**Intermediate and Senior Divisions**
**10 programs, 20 minutes each**

A number of teachers have expressed concern that students in business and commerce courses often fail to understand how each individual is vital to the smooth operation of business.

The purpose of this series is to show students that any business organization is composed of smaller systems. The bridge between the various parts of the system is, of course, communication.

The first two programs deal with communication and the languages required for that communication between man and man, man and machine, and machine and machine. With an understanding of the kinds of languages used in business and the necessity for efficient use of the appropriate kind of language, the programs outline the activities of the various systems such as sales, billing, purchasing, shipping and warehousing, promotion and public relations, management planning and the personnel function. Each is placed in its appropriate relationship to the larger system of business.

The final program summarizes and re-emphasizes the importance of adequate communication in business and the individual's contribution to the smooth operation of any endeavour.

**October-December — Thursdays**
**Repeated April-May — Tuesdays**

### DATA PROCESSING — Intermediate and Senior Divisions
**10 programs, 20 minutes each**

This series is a repeat from the 1967-68 programs. It is a representation of the introductory courses in Data Processing, and is designed to reinforce the classroom teaching of this new and fascinating subject. While planned primarily for the grade 10 level, following closely curriculum RP-33, the series should be of interest and benefit to any grade studying data processing for the first time. Many of today's great achievements, such as the space programs, would not have been possible without the assistance of modern, high-speed data processing systems.

Throughout the series, emphasis has been placed on:

a. Man's need to process data (information).
b. The development of newer and faster methods as the need arises.
c. The evolution of modern data processing systems based upon the contributions of the past.

The information given in the series is intended to present those parts of the course which lend themselves to visual presentation and which would be difficult for the teacher to present without searching through many sources of reference and visual material.

The series adds an additional dimension to the student's understanding of data processing by presenting television visits to actual business establishments.

**Twice monthly — Mondays**

## CLASSICS

### LATIN AUTHORS — Senior Division
**5 programs — 25 minutes each**

This series comprises five programs — one on each of the five major Latin authors — Caesar, Catullus, Cicero, Horace and Vergil. Its aim is to stimulate further in-depth study by encouraging student discussion on the issues arising from these programs and the contemporary relevance of each author.

The political leader's relationship to a changing society is viewed through the programs on Cicero and Caesar, while the controversy on Aeneas' stature as a hero forms the central theme of the program on Vergil. Appreciation of a specific poem by Horace will provide the basis for a discussion between Father Owen Lee, St. Michael's College and some high school students. The emotion of poetry and its contemporary appeal will be considered in the program on Catullus.

Detailed notes, giving specific selections used in the programs, will be provided to enable teachers to relate the programs to their courses.

**October-November — Fridays**
**Repeated March-April — Fridays**

## ENGLISH

### ENGLISH LITERATURE—Intermediate and Senior Division
**16 programs, 25 minutes each**

Throughout the series a variety of topics will be presented and the majority of the programs will be independent of one another.

For senior students, topics include the nature of satire, French-Canadian literature, the essay, and censorship. Programs of a more general appeal involve the art of reading, student drama, a look behind-the-scenes at Stratford and an interview with a leading Canadian Writer.

**January-March — Mondays**
**Repeated January-March — Thursdays**

### SHAKESPEARE — Senior Division
**12 programs, 25 minutes each**

Programmes will include dramatization and discussion among the cast, their director, and educational representatives.

A further announcement will be sent to schools when final selection is made of cast and play.

**November-December — Mondays, Wednesdays, Fridays**
**Repeated May — Mondays, Tuesdays, Wednesdays**

## GEOGRAPHY

### IMPRESSIONS OF THE U.S.S.R.

**Intermediate and Senior Divisions**

**4 programs, 20 minutes each**

The programs are based upon a wide-ranging tour of the Soviet Union undertaken during the summer of 1967 by an Englishwoman who owns a small film company and whose interest is more in the people than in the landscape. Accordingly, the programs are not in any sense definitive, and it is anticipated that students and teachers will wish to raise questions about the coverage of Soviet life as presented in the films. The subject matter of the programs includes: the variety of cultural and ethnic groups in the U.S.S.R., the status of young people, a contrasting study of Dushanbe and Yakutsk, and a glimpse of the development of resources in Siberia.

**January — Thursdays** **Repeated May — Wednesdays**

## GUIDANCE

### GOOD REASONS — Intermediate and Senior Divisions

**10 programs, 10 minutes each**

This series of programs was first broadcast in 1967-8. Each program presents reasons for the study of one or more of the subjects offered in the high school course of studies.

**December — Thursdays** **January-February — Tuesdays**

### SIX CAREERS — Intermediate and Senior Divisions

**6 programs, 20 minutes each**

Each of the programs in this series examines a career that requires several years of formal eductaion beyond high school graduation. For the most part, the focus is upon the work, and the conditions of work, of the career itself, but there is also an examination of the course of study at the college which the student attends preparatory to entering employment. Each program will follow the career of a particular person — a graduate of a college of applied arts and technology — in an attempt to capture the quality of life associated with the career under study. The series should prove of value to all grades in high school, and to students in both the four-year and the five-year programs of study.

**February-March — Thursdays**
**Repeated May — Fridays**

## HISTORY

### THE AGE OF THE GREAT DEPRESSION — Intermediate and Senior Divisions

**3 programs, 30 minutes each, and 1 program of 60 minutes**

Because the focus of attention is largely upon events in the decade from 1930 to 1940 in Canada and the United States, this series should also prove relevant to the needs of history students in grades 10 and 13. The series includes the presentation of a play of the 1930's, and a survey of the culture of the times. Accordingly, the programs should additionally be of interest to students of English and of Art. The approach taken is meant to recapture some of the personal and subjective impact of events and circumstances in the decade of the Depression. It is hoped that the Teachers' Guide will provide enough information on additional sources and media to enable students to examine in some depth aspects of the period in which an interest has been evoked by the programs.

**February — Mondays, Thursdays**
**Repeated April — Mondays, Thursdays**

### ASPECTS OF MEDIEVAL HISTORY — Intermediate and Senior Divisions

**4 programs, 20 minutes each**

The series has relevance to grade 11 students of medieval Europe in addition to those studying British history in grade 9.

Topics to be examined include the medieval town, armed Christianity, the shaping of the new monarchy, and the emergence of Europe in relation to medieval technology.

Although based on a good deal of investigation, each program is in the nature of a suggestive vignette, rather than an authoritative and detailed statement. As a basis for discussion and further study, each program focuses upon a distinct element in the variety of medieval life.

**October-November — Fridays**
**Repeated February-March — Mondays, Wednesdays**

### MAN AND TECHNOLOGY: The Industrial Revolution

**Intermediate and Senior Divisions**

Though the programs are designed to meet the requirements of grade 9 students, they should also prove useful to students of grade 11 and 12 whose studies include the social history of the 19th and 20th centuries.

An attempt has been made to follow the momentum of the development of technology starting from the invention of the early steam engine, and then to examine the effect of this developing technology upon the quality of life and upon social structure, with special reference to the 19th century.

**April — Mondays, Wednesdays, Fridays**
**Repeated April — Tuesdays**

### THE WORLD OF PIETER BRUEGEL – Senior Division

**1 program, 30 minutes**

The program is a confrontation with some of Bruegel's paintings and engravings, and with the sometimes wondering, sometimes astounded comments of students and others who have been brought face-to-face with Bruegel's work. It is hoped that the program will be motivational, leading some students to want to know more about the man, his works of art, and the times in which he lived, and leading others to pursue, with special reference to our own times, Bruegel's insights into the human condition.

Students of the history of the Renaissance and Reformation will find the program of special relevance. Secondary school teachers of English and of Art may wish to use the program to evoke creative responses.

**October – Tuesday**
**Repeated May – Tuesday**

## MATHEMATICS

### ADVENTURES IN MATHEMATICS–Intermediate Division

**11 programs, 10 minutes each**

The purpose of this series of programs is to demonstrate the high interest value of mathematics. The students will be motivated to investigate the topics further The programs will include such elements as history and single concepts in mathematics. In some other cases, they will exhibit applications and problems of the topics chosen.

**October-November, January – Thursdays**

### ANALYSIS – Senior Division

**9 programs, 25 minutes each**

The first five programs deal with the second degree relations in the plane as outlined in Curriculum S.12.C. Unit 3; the remaining four programs deal with trigonometry as outlined in Unit 4. This series does not attempt to cover the units as indicated above.

The programs have been developed to complement and aid the work of the teacher and to incorporate mathematical models and animation to illustrate these topics. Where possible, simple practical situations applicable to the subject are described and related to the corresponding mathematical properties. Historical references are also made to the contributions of various individuals to the study of the conic sections and trigonometry.

In some cases, the programs may be used as a review of the mathematical topic while others may serve as an introduction to the subject.

**October-December – Tuesdays**
**Repeated March-April – Wednesdays**

### INTERMEDIATE MATH

**8 programs, 20 minutes each**

This series deals with particular topics in the four-year grade 9 and 10 courses of study as outlined in Curriculi I. 12. C. and I. 12. D.

The programs are intended to complement classroom instruction and to bring to the student experiences which are difficult to duplicate in the classroom. Since it is not possible in the time available to deal with every topic in these curriculi, the inclusion of a particular topic in the series is not meant to indicate that it is any more important than another topic which has not been chosen.

The topics for grade 9 that are treated include:

– square roots of whole numbers by Newton's method
– problems based on similar triangles
– graphs

The programs related to grade 10 include:

– slide rule
– purchasing personal property, automobile ownership
– trigonometry, right-triangle problems
– direct variation
– inverse variation

**October-May, bi-monthly – Fridays**
**Repeated October-May, bi-monthly – Fridays**

### SETTINGS IN GEOMETRY – Intermediate Division

**7 programs, 20 minutes each**

Although listed specifically for grades 7, 8, 9 and 10, these programs could be used at other grade levels. One of the main objectives of this series is to relate mathematics (geometry) to other subject areas such as science, geography, art, etc., including, where possible, mathematical models and animation. The general purpose is to stimulate an interest and further study of these mathematical topics.

In some programs, an attempt is made to include and present practical applications of the mathematical topics as related to industrial and scientific situations. It should be noted that these programs are intended to be a complement to classroom instruction.

Four programs deal specifically with geometry and its occurrence in art, motion, nature and science. Another group of three programs deals with the mathematical topics of relations, symmetry, and congruence.

**October-November – Wednesdays**
**February-April – Fridays**

## MODERNS

### FRENCH AUTHORS – Senior Division

**3 programs, 30 minutes each**

The first two programs will be repeats from the 1967-68 series. A scenario has been fashioned from "La Parure"

by Guy de Maupassant and the short story has been filmed as a regular television drama. Entirely new scenes have been created at the beginning for the sake of a playable dramatic whole, but the last half of the film follows very closely the original text of the story. In the second program, a series of drawings illustrates the background and action of "Le Puits de Dunrea" (Chapter 9 of "Rue Deschambault" by Gabrielle Roy) and as much of the original text as time allows has been included.

The final program presents a live performance of "La Quintaine", a modern, French Canadian, one-act play by Jacqueline Martin.

**October — Tuesdays**
**February — Thursdays**

## MUSIC

### MUSIC IN YOUR LIFE

**Junior and Intermediate Divisions**

**7 programs, 25 minutes each**

Students, who may not realize the part music plays in their lives, are directed to the elements which make up their varying musical experiences.

Sensitivity and discrimination are developed by presentations which involve the student directly.

From the simplest of nature's sounds to the developed forms of musical composition, the elements of rhythm, melody, tone colour and style are presented in ways which can be followed up in the classroom. In particular, the sixth program invites participation in musical creation.

We share musical involvement with all peoples, though particular musical elements vary. The student realizes, as the series closes, that music is, indeed, a common language.

**January-February — Wednesdays**
**Repeated January-February — Fridays**

## OCCUPATIONS — Intermediate Division

**6 programs, 25 minutes each**

This series is designed primarily for students who anticipate withdrawing from school in the near future to assume full-time occupations. It will interest students in the special vocational schools, and Occupation classes, and be of value also to students in four-year courses and the Colleges of Applied Arts and Technology. It should serve also to increase the awareness of the public regarding the instructional program in the Occupations courses of our Secondary Schools.

The series will cover Food Services, Retailing and Automotive Services, two programs being devoted to each. The programs will indicate areas of employment, relate the school situation to industrial-commercial situations and illustrate certain elements of successful personal participation in appropriate settings.

The first program on food services presents the preparation of a dinner plate of food in a restaurant, while the second focuses on the serving aspect and the cook-waitress team. In the two programs on retailing, the emphasis is first on the classroom preparation of the student for employment in a supermarket and the second, on the application of this preparation within a supermarket. The attitudes and personal grooming of the service station attendant, the technical knowledge required in serving a customer and the procedures involved in automotive servicing are examined in the final two programs.

**January-March, monthly — Tuesdays, Fridays**
**Repeated April-May — Tuesdays**

## SCIENCE

### BIOLOGY — Senior Division

**10 programs, 30 minutes each**

Although of prime interest to grade 13 Biology students, some of these programs will provide valuable viewing for students of grades 11 and 12 Biology, grade 10 Science and Agriculture.

This series is a selection of programs from a 26-program series broadcast during 1967-68. The series was planned to supplement major topics contained in Curriculum S, 17. B. Since the curriculum represents a survey of broad fields of activity, it was not possible to cover the entire curriculum in the course of the series. The selection of program themes was made on the basis of the contribution the television medium could make to presenting biological principles and ideas visually, as well as the importance of the principles themselves.

The general purposes of the programs are to stimulate an interest in biology, to help clarify principles by explaining them in ways difficult to duplicate in the classroom, and to present a picture of contemporary biology through interviews with prominent scientists.

**Monthly — Tuesdays** **Weekly — Saturdays**

### ENVIRONMENTAL SCIENCE — Intermediate Division

**10 programs, 20 minutes each**

Man is becoming ever more concerned with his environment, as he attempts to manipulate factors in it to meet his various needs. In trying to modify his natural environment, man has not been fully aware of the effects he has had on it as a whole.

This series shows how man uses the resources in the environment to meet his physical and cultural needs. His application of technical and scientific knowledge in order to increase his control is illustrated, as well as an indication of the problems which have resulted. The subject matter has a

broad range with examples drawn from agriculture, forestry and other areas of applied biology. While the series is presented for grade 9, other grades, particularly where environmental science is studied, will have a better understanding and appreciation of the environment as a result of viewing the series. Students of general Science and Geography will also find the programs of value.

**October-May — Wednesdays**
**Repeated October-December — Wednesdays**
**January-May — Fridays**

## SCIENCE, TECHNOLOGY AND TRADES

**Senior Division** **30 programs, 20 minutes each**

For the most part, the level of sophistication is appropriate for grade 11 students, although pupils in grades 10 and 12 will also benefit from viewing these broadcasts.

The 1968-69 programs are grouped into two series: ten new 20-minute programs which will deal with materials, and a group of twenty programs from the 1967-68 series which will be repeated.

The new series — MATERIALS — will be of interest to all Science, Technology and Trades students since the use of materials is indigenous to all technical disciplines. The programs will deal with the following materials: steel, aluminum, structural timber, plastics, and concrete. Two programs on the fusion of materials (e.g. welding) will complete the new series.

No attempt has been made to limit the programs to any single conventional lesson topic. The format will be similar to that employed in the production of the 1967-68 series — documentaries filmed on location at various laboratories, mills and factories.

Programs to be repeated from the 1967-68 series deal with mechanical technology, construction technology, automotive technology, electrical technology, industrial chemistry and industrial physics.

**October-May — Wednesdays**

## SOCIOLOGY

**THE FAMILY STRUCTURE: Responses to Pressure**
**Senior Division**
**5 programs, 25 minutes each**

This series is designed for students of the "Man in Society" course. The approach, which is mainly that of the case study in the documentary style, will afford concrete illustrations of sociological concepts, and is intended to stimulate discussion leading to further study. The role of the elderly is examined in one program. In another, a youth in a crisis situation is studied. In the others, attention is directed to pressures upon a marriage, to a family confronted with continuing poverty, and to the effect on the family of careers for women.

**October — Mondays, Wednesdays**
**Repeated May — Fridays**

# PROFESSIONAL DEVELOPMENT PROGRAMS

Professional Development programming will be scheduled on Saturday mornings from mid-October through May. Experimentally, a few of these series may be presented on a school day with the hope that arrangements can be made for their viewing by some teachers. Please check the Calendar in September for specific dates.

## CHANGE AND CHALLENGE

**8 programs, 30 minutes each**

This series repeats eight programs shown in 1967-68. The interim revision of the program of studies for grades 1 to 6 emphasizes the philosophy that each child is an individual — growing at his own rate — to physical, spiritual and intellectual adulthood. Children are prepared for a world of continuous information and accelerating change by the teacher whose role has changed from that of a guardian of a body of knowledge to that of a tutor, a counsellor and a co-seeker for the means of growth through education.

Examples of the new curriculum are seen in practice as the television camera roams the province. Children are seen at work, planning their own activities. Teachers speak frankly of their apprehensions and how many of these were overcome as they gained experience in new ways of working with children. They explain how their pre-planning has changed and how anecdotal records now play a more important role in evaluating each child's progress.

## THE CLASSROOM IN ACTION

**10 programs, 20 minutes each**

This series attempts to examine in detail a number of these basic teaching skills. Twelve experienced teachers were visited in their classrooms and significant examples of their work were recorded by the camera. From these have been drawn visual illustrations of good teaching skills in the areas of questioning, planning, the use of audio and visual aids, and motivation and evaluation.

## CREATIVE ENGLISH

**3 programs, 20 minutes each**

Children have a natural interest in the elements of poetry — in rhythm and rhyme, and a joy in the sound of words. It is important that teachers develop these interests so that children may use them to express their own ideas creatively.

This series shows three teachers who have established a classroom atmosphere in which writing poetry seems to be a natural method of expression. Each teacher demonstrates an imaginative approach which encourages children to produce creative work of high quality.

The aim of the series is to offer practical assistance to teachers so that they may approach the teaching of creative writing in a confident manner. Illustrations are drawn from children at work in a classroom.

## THE HISTORY PROGRAM IN ACTION

**5 programs, 20 minutes each**

Teachers have been experimenting with various methods of involving students in a study of history which provides opportunities for planning, research, discussion and evaluation.

This series presents four illustrations of interesting and effective learning situations: team teaching with seminars; a problem-solving approach; a multi-media and interdisciplinary experiment which makes use of current films and which cuts across academic disciplines; and an effective method of studying local history by making full use of local resources.

## LANGUAGE AND LEARNING

**15 programs, 20 minutes each**

One of the most important requisities for learning is language — the ability to listen, speak, read and write. Language, learning and experience are closely related and this relationship is the theme of the series of programs.

The most significant situations for children are those which arise out of their own experience. The teacher's main function is to help the children organize and interpret their experiences so that learning may take place.

We shall see examples of the classroom work of a number of primary teachers and find that they vary to some extent in method and philosophy. We will see that some have a highly structured language program while others seem to base their work on the immediate needs and interests of the children. Some teach a carefully planned sequence of word-attack skills, others teach phonics only when a difficulty arises. A number of teachers base their reading program on basal readers; a few will seldom use such readers.

As the series unfolds, it becomes apparent that the common factors in the methods used by the teachers in this series are more significant than the differences.

## THE LIBRARY IN ACTION

**4 programs, 20 minutes each**

The purpose of these programs is to make teachers more aware of the library facilities of secondary schools and to provide illustrations of their use. The illustrations chosen from both elementary and secondary schools will show that teachers and librarians are partners in making the best use of library resources. Up-to-date, fully-equipped learning resources centres are shown together with libraries possessing merely adequate facilities. However, it is not the primary aim of these programs to display the perfectly-equipped library, since the important thing about a library is its place as an integral part of the learning program.

## PATTERNS IN LANGUAGE

**5 programs, 20 minutes each**

This series investigates the relatively new science of linguistics. Several aspects of language will be discussed. Language

as "sound-sound" will be examined as well as language as a written form. While language varies from community to community, and from social class to social class, the series will emphasize the universality of language and the fact that people everywhere communicate with one another and have always been able to do so. The neutrality of language will be stressed. Professor Michael Kay of York University will act as host. The theme of each program will be developed in conversation with a group of children. Professor Kay will talk with the children and will follow this by leading a group of teachers in a discussion about the children's experiences.

## PHILOSOPHY OF EDUCATION

**4 programs, 30 minutes each**

These programs deal with problems and questions in education which are of interest to all teachers, everywhere.

The topics chosen for exploration present the views of teachers from Socrates to McLuhan and are planned to stimulate questions rather than to provide answers. Each program is a complete unit, examining such problems as discipline, and the use of leisure time, which are seen as perennial problems throughout the centuries.

## THE TEACHING OF FRENCH IN GRADES 7 AND 8

**7 programs, 30 minutes each**

This series, originally shown in 1967-68, interprets the philosophy and content of the new French curriculum, and was planned for teachers of elementary school French. It will also be of great interest to secondary school teachers of French as well as to parents.

The broadcasts centre on classroom situations primarily at the junior and intermediate levels, but the basic approach is the interpretation of the aims of the French program — as stated in the Curriculum — which are applicable to the teaching of French from kindergarten to grade 13.

The series restates these aims, assesses the present situation in Ontario schools and examines the provisions of the new course.

Some of the questions that the series deals with are: How important is attitude development? What are the linguistic skills involved in learning a second language? What are the structures and how are they to be taught? How can a unit of structural dialogue be developed? How can reading and transcription be introduced?

## THE TEACHING OF FRENCH IN GRADES 9 AND 10

**7 programs, 30 minutes each**

A continuation of the 1967-68 series which dealt with the teaching of French in the intermediate grades, these programs are designed to illustrate teaching methods which are in harmony with new curriculum developments.

The first program acquaints viewers with the total French program from its beginning in the elementary school through grade 13. Portions of the 1967-68 series will be shown to illustrate for secondary school teachers the work of grade 7 and 8 children.

The next program deals with the importance of the oral core. It emphasizes the importance of using French before generalizing about it, and stresses that oral French precedes written French.

Program three describes the further development of reading skills and shows how to move into sight material. The place of phonetics and the international phonetic alphabet is considered.

The fourth telecast is a program on written French which shows children working alone with controlled exercise material, hearing dictation and using controlled composition.

The final program reviews the various aspects of the French language program, and emphasizes that skills are integrated.

# ÉMISSIONS EN FRANÇAIS

## BEAUX-ARTS ET MUSIQUE — Section primaire et junior

**6 émissions de 30 minutes chacune**

Nous avons prévu une série de six émissions traitant de musique et de dessin. Ces émissions d'une demi-heure seront un montage de trois courtes émissions de dix minutes toutes traitant de musique et de beaux-arts. Elles s'adressent aux élèves de la maternelle à la 3e année sauf la 6e émission qui s'adresse aux élèves de la 7e et de la 8e année.

Nous présenterons quelques notions fondamentales et simples pour les petits. L'emphase sera placée sur le rythme et nous expliciterons la phrase rythmique, la barre de mesure, la mesure, la mesure à deux temps, le silence ou soupir, la valeur d'une noire et d'une croche. Nous présenterons également la tierce mineure sol-mi.

En dessin il s'agit de l'expression personnelle montrant que les sentiments peuvent se manifester par des lignes et des couleurs. Les relations entre le conte et les sentiments qu'il provoque se traduiront par des lignes et des couleurs.

Les petits et les moins petits auront l'occasion de faire la connaissance des instruments de musique à cordes, à vent, les bois et les instruments de percussion.

Toutes ces émissions bien que complètes en elles-mêmes ont toutes le souci de faire l'intégration des beaux-arts et de la musique.

**novembre-décembre — mardis, jeudis**
**reprise: mai-mardis, jeudis**

## FRANÇAIS

### LA LANGUE ET LA VIE (67) 1à3 — Section intermédiaire
### 4à6 — Section supérieure

**6 émissions de 30 minutes chacune**

Cette série est une reprise de l'année dernière.

Le français parlé, lu et écrit est une réalité vivante dans le monde. L'étudiant franco-ontarien, membre de cette vaste francophonie, doit découvrir cette réalité qui élargira l'influence qu'exerce sur lui sa langue maternelle.

Sa langue et sa vie sont intimement liées. Il doit apprendre à vivre non pas dans l'isolement d'un milieu circonscrit mais à la largeur d'espaces universaux. Comme le membre d'une famille ne s'en dissocie pas parce que les circonstances l'éloignent du foyer familial, ainsi il peut conserver son allégeance à la grande famille des "parlant français" et des "vivant en français". Cette série d'émissions veut aider l'étudiant à faire cette constatation importante.

L'étudiant doit également comprendre que la langue est vivante, qu'elle évolue, qu'elle rit, qu'elle chante et qu'elle pleure avec les humains dans lesquels elle vit. La langue est un esprit, un coeur, une âme, un humain.

La langue est l'expression de la pensée et de l'intimité de l'humain. Elle commande le respect et un attachement profond. Faut-il que l'étudiant développe un culte pour sa langue qui partage sa vie.

**octobre-décembre — lundis**

### LA LANGUE ET LA VIE (68) — Section supérieure

**8 émissions de 30 minutes chacune**

Les quatre premières émissions consacrées à Menaud, maitre-draveur de Félix-Antoine Savard, seront considérées comme une entité dont la concrétisation se fera en quatre étapes continues puis successives. L'étudiant verra se réaliser une oeuvre littéraire. Il la verra naître et se cristalliser dans l'esprit de l'écrivain.

Il verra comment le message puis la parole communiqués dans le roman, ont été, au premier chef, une appréhension de la réalité, suivie d'une impulsion intérieure qui pousse à l'acte d'écrire. A ces deux étapes primaires succèdent une ébauche d'oeuvre et de forme, puis enfin le romancier établit fermement le fond anecdotique de son roman ainsi que le langage qu'il utilisera.

Le roman de Savard sera donc recréé devant le regard actif de l'étudiant.

Faisant suite à ces émissions les quatre dernières traiteront des métamorphoses d'une oeuvre littéraire et des ramifications de la langue dans les formes de l'art qui se prêtent à l'exploitation des ressources de la langue, soit le théâtre, la poésie, l'art dramatique et le septième art ou le cinéma. On fera également l'étude de l'interdépendance des autres formes de l'art telles que la peinture, la musique et la comédie chantée.

On voudra bien consulter le guide du maître pour connaître les buts précis de chaque émission.

**octobre-décembre — jeudis**
**reprise: mars-mai — mardis**

### LANGUE VIVANTE — 1 à 4, Section primaire
### — 5 à 8, Section junior

**8 émissions de 30 minutes chacune**

Ces émissions se proposent de faire connaître à leur auditoire, par souci culturel, les personnages classiques de la Commedia dell'arte: Pierrot et Colombine, Polichinelle et Isabelle, Scapin (Brighella), Scaramouche (Capitan), Pasquarel, Mezzetin, Arlequin, Trivelin, Sganarelle et le Docteur (Professeur). Ces personnages, que l'enfant rencontre à tout âge, dans toutes ses lectures, se retrouveront, fidèles à leur caractère propre, à chacune des émissions, dans des situations différentes.

Ces situations ont été inventées en fonction des exigences pédagogiques mais les concepts que doit acquérir l'enfant, seront présentés et illustrés incidemment, dans le dialogue.

Les émissions montreront le français vivant dans son expression. Elles étudieront l'art dramatique, la poésie, la narration, le conte, le vocabulaire et le débat comme moyens d'expression. Elles feront connaître l'utilité, la flexibilité, la valeur et l'efficacité des ces moyens d'expression.

Les buts particuliers, les méthodes et les concepts pédagogiques seront détaillés dans le guide du maître.

**octobre-décembre — mercredis**
**reprise: avril-mai — vendredis**

## HISTOIRE AU CANADA — Section intermédiaire

**10 émissions de 30 minutes chacune**

Cette série d'émissions est une reprise de l'année scolaire 1967-68. Elle retrace certaines grandes périodes de l'histoire du Canada et la vie des grandes vedettes politiques qui ont orienté le pays vers la Confédération.

Les périodes de l'histoire se situent avant et après la conquête de 1760 et l'on retrouve tour à tour les artisans de la confédération canadienne. Les réalisateurs ont voulu recréer l'époque et le personnage par une dramatisation le plus réaliste possible. On y rencontre Papineau, Mac Donald, Tupper et Laurier dans les grandes intrigues politiques de l'époque. L'ère des chemins de fer, y est retracée fidèlement.

**janvier-mars — vendredis**

## MATHÉMATIQUES — Sections primaire et junior

**10 émissions de 30 minutes chacune**

Cette série, une reprise de l'année passée, a pour but de familiariser l'élève avec l'univers des nombres et des figures et de faciliter sa compréhension des techniques de base. Conçues dans l'optique des nouvelles mathématiques, ces émissions mettent en relief les concepts et les procédés d'arithmétique, ainsi que les notions fondamentales de géometrie, dans un contexte de situations, à la fois vivantes et fantaisistes.

C'est à "La Boîte à Biniou", que l'élève pourra suivre, au cours de ces émissions, les nombreuses aventures de Mirabelle, avec son ami Biniou, le marchand de jouets, qui ne manquera pas à l'occasion d'y apporter toute sa science et son ingéniosité.

Aucune préparation éloignée n'est requise, chaque émission constituant un tout, quant à la motivation, la préparation, et la présentation. Nombre de suggestions, se rapportant à l'application pratique, pourront être relevées par les enseignants au cours de chaque émission.

**janvier-mars — lundis**

## LES SCIENCES

### ENQUÊTES SCIENTIFIQUES — Sections primaire, junior et senior

**Sections Primaire, Junior**

**6 émissions de 30 minutes chacune**

Ces émissions sont destinées aux élèves de l'école élémentaire. Le guide du maître précise la nature et le but de chaque émission et le degré du cours élémentaire pour lequel elle est conçue.

Toutes ces émissions utilisent les techniques de l'école active et de l'enquête personnelle. Pour les petits, il s'agit de découvrir les caractéristiques évidentes de certains animaux et se familiariser avec la vie des plantes. Pour des élèves plus âgés le microscope et le téléscope révéleront un univers insoupçonné. Les élèves des cours moyens apprendront à découvrir les merveilles scientifiques du monde qui les entourent et poursuivront quelques aventures scientifiques avec une flamme qui consume une chandelle et l'hiver qui s'est installé dans la nature.

**janvier-février — mercredis** **reprise: mars-mai — jeudis**

### L'UNIVERS MOLÉCULAIRE — Section supérieure

**6 émissions de 30 minutes chacune**

Cette série de six émissions entraînera l'étudiant dans l'univers fascinant des molécules. La théorie cinétique des molécules en est le thème. La molécule, cette matière minuscule existe réellement et nous tenterons d'expliquer comment nous avons appris à en connaître l'existence. On fera l'étude des particularités suivantes: l'espace infranchissable entres les molécules espacées, les formes de l'énergie moléculaire, les forces intermoléculaires et leurs effets, l'eau, la molécule mystérieuse et finalement l'activité moléculaire.

Ces émissions ont pour but de stimuler l'intérêt des étudiants dans les sciences expérimentales, de présenter certaines notions scientifiques précises, sans toutefois épuiser le sujet, de suggérer des expériences que l'étudiant pourra entreprendre lui-même, de traiter de concepts essentiels et d'expliquer certains phénomènes parfois mal compris.

Ces émissions seront à dessein sans conclusion pour permettre à l'enseignant et à l'étudiant de poursuivre l'étude de la matière traitée. Elles seront intégrales quoique tissées dans une série d'émissions faisant corps.

Le guide du maître précisera la matière, la nature et le but de chaque émission.

**octobre-novembre — mardis**
**repris: mars-mai — mardis**

## MAÎTRES

### PERFECTIONNEMENT PROFESSIONNEL DES MAÎTRES

**6 émissions de 30 minutes chacune.**

Cette série d'émissions s'adresse aux enseignants de l'école élémentaire d'une façon toute particulière. Elle se propose d'amorcer une étude professionnelle de quelques matières

au programme et de quelques techniques courantes en pédagogie.

Les émissions porteront tour à tour sur l'orientation à l'école primaire, sur l'enseignement de l'éducation physique, sur la bibliothèque et sur l'enseignement du français parlé. Elles traiteront également des diverses familles de cours et de la souplesse qui doit exister au sein de ces familles de cours. Enfin, l'orientation pédagogique et professionnelle à l'heure où les études personnelles s'imposent, feront l'objet d'une dernière émission.

## PROSPECTIVES D'ÉDUCATION

**5 émissions de 30 minutes chacune.**

Ces émissions ont été conçues à l'adresse des parents, des commissaires d'écoles, des enseignants, des élèves et de toute la population des franco-ontariens. Elles seront donc d'intérêt général et elles traiteront de matières sur lesquelles tous les gens doivent se pencher. Elles seront plutôt informatives.

Elles traiteront de l'institution en Ontario des écoles secondaires pour les personnes de langue française. Une question d'intérêt vital dans le domaine de l'éducation.

Une deuxième émission jettera un regard perplexe sur la société moderne et sur la génération des étudiants d'aujourd'hui dans le but de comprendre l'évolution qui préside aux nombreux changements communautaires. L'école du foyer fera l'objet d'une étude précise.

La grande unité administrative scolaire présente un défi nouveau en structuration administrative à la larguer du comté. Elle changera l'éducation traditionnelle.

La télévision s'est installée dans plus de 95 pour cent des foyers canadiens. En Ontario, la télévision éducative vient de s'inscrire à l'école. Quelle est sa philosophie? Que vient-elle faire à l'école?

Nous voulons donner à ces émissions toute la publicité que commande le devoir pour tous de se documenter et de dialoguer, conscients que l'éducation demeure une préoccupation importante pour tous.

**février-mars — mercredis**
**reprise: mai — mercredis**

NOTES